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daily translations and repeatedly I am astonished at the accuracy of translations involving unknown syntax.

So, I say, let us not waste valuable time the first year teaching syntax with the idea that we are getting *ready* to read. It is not necessary. My first year class reads, beside the innumerable illustrative sentences, Gradatim, Viri Romae, and about forty chapters of Caesar Book I. At the end of the first year they are reading Caesar at the rate of a page a day, all of it absolutely at sight in class. No homework whatever is assigned. Throughout the year the class is interested, enthusiastic and spontaneous. The recitation period is one of intense application of the mind, and I believe the method is teaching Latin, not hearing recitations in Latin.

In the second year we continue reading with no special work in syntax. The advance work is all sight work; the review I require to be read out of class in preparation for a good smooth translation in class. I have had three classes read in second year the equivalent of four books of Caesar and five orations of Cicero. In the third year my only variation from the reading is to give one period a week to systematic study of syntax; and I am now seriously considering delaying this work to the fourth year. In three years my class has read all the Latin, and more, that the colleges require read in four years. My fourth-year class is now reading Tacitus, from 60 to 86 lines a day, and all at sight. They will read Livy and probably dramatize Terence's Phormio.

Since adopting this plan of teaching Latin, three years ago, I have experienced only pleasant hours in the recitation periods that pass only too quickly, and I feel certain that my pupils really enjoy the Latin.

I also feel, what I am sure you would admit were you to visit the classes, that I have succeeded in vitalizing Latin.

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I remember that in the editions of Catullus doubt has been cast on the possibility of the poet's bringing his sloop, *Phaselus ille*, up the Mincio into the waters of Garda, the Roman Benacus, on the ground that the stream, flowing out of Garda, is too small and shallow to permit a boat's passage. Some editors believe that Catullus had a small model of the real vessel constructed as a memorial of his long voyage. <See e.g. Professor Merrill's notes>.

In crossing recently from Verona to Desenzano I took special pains to notice the size and flow of water of the Mincio just below Sirmione. It struck me at the time that the stream was quite capable of floating a small pinnacle, yet one not too small to

have made a successful cruise from the Black Sea, and that impression is confirmed by a passage which I have just found in Williams's Plain Towns of Italy, 431 (the Italics in the quotation are mine): "The Mincio flows directly southward, *wide* and *deep*, past Vallegio and Mantua to the Po, and has always been of much strategic importance". At Mantua, also, the Mincio broadens out into the three large lakes which surround the town. I believe the little boat really floated in the blue waters of Garda, although it would be vain to look beneath for its sunken remains, as one peers after the lost galleys of Caligula in the Lago di Nemi. I may add that these sunken galleys or barges are entirely invisible to one riding in a boat above them.

To return, before I close, to my mention of Verona, classical students generally may not be aware, as I certainly was not, that wonderfully preserved Roman mosaic pavement is to be seen beneath the large flag-stones of the cloisters behind the Duomo. These mosaics have been recently uncovered in places and are in a beautiful state of preservation, clear and bright, as if laid but yesterday. They are worthy of inspection.

RUDELSTADT, GERMANY.

S. A. HURLBUT.

TO A LADY

The adorning thee with so much art
Is but a barbarous skill:
'Tis but the poisoning of the dart,
Too apt before to kill.

ANON.

Barbara, te decoras? Sic tingis felle sagittam.
Verum ictus nimium letifer ante fuit.

UNIVERSITY OF CALIFORNIA. LEON J. RICHARDSON.

REVIEW

A History of the Ancient World. By George Willis Botsford. New York: The Macmillan Co. (1911). Pp. xviii + 588.

To do justice to a book as comprehensive, as cyclopedic, and as painstaking as this last work of Professor Botsford is quite difficult. A mere registration of the book's merits would take more time and space than we have available. The pedagogical or educational side of the book would alone demand especial treatment. Professor Botsford has made a manual which in practice must be a guide to very many teachers themselves, and not merely a storehouse and orderly chronicle for pupils.

With us in America the time is probably still far away when each teacher of ancient history is also a classical scholar, competent to use, at least for his own current equipment, a book like Peter's *Zeitafeln zur Griechischen und Römischen Geschichte*, where under the Chronological Skeleton there is